**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:2** | | | **Date(s)**: |
| **Unit Title: Unit 0ne – Understanding Place Value**  **H,T,O** | | | | **Corresponding Unit Task: *Building up to Task One***  Day 6 | | |
| **Essential Question(s):** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Base ten blocks in hundreds and tens, fives (jut a rod cut in ½ ) and twos (jut ue a rod and cut it down to twos)  “Counting the Cookies” double sided practice page for IP  Pencils, crayons if they want to color the cookies  Magnetic base ten blocks for the board  Chart paper or markers and white board to draw a number line model. | | **Student:** | | | * **skip count** * **grouping** * **number line** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 2. NBT. 2 : Count within a 1,000; skip count by 5, 10, 100** | | | | | |
| **I Can Statement(s):I can skip count using 100’s 10’s 5’s and 2’s together** | | | | | |
| **Activating Strategy/Hook:** Read the book-“The Duckling Gets a Cookie” by Mo Williams….OK guys today is the last challenge from the chef. Can you guess what we will count today? Yep-cookies! Help the Baker- count his cookies! This time we will have to be able to skip count four ways together! | | | | | |
| **Teacher Directed:** (Show a picture card of a bakery case with items in groups of 100’s and 10’s, 5’s and 2’s  Today to help the baker we will practice skip counting with blocks, (show them flats as 100’s and tens as “rods”….then show them ½ of a rod to represent fives) Watch me to see how we could use them….  The teacher will model the counting with magnetic blocks in hundreds and tens fives and twos. (Right by the number lines to show the connection)  Remember the teaching tip for yesterday about the strategy of starting wih the highest value and working to the lowest. It helps to begin with largest value and work your way down to the smallest value! Demonstrate by mixing up the place value magnets on the board and first sorting them into hundreds, tens, and fives. Then order them and count them. | | | | | |
| **Guided Practice:** Then group the class again and give each one of the groups a picture set of bakery shelves with cookies grouped in boxes of 100’s and 10’s 5’s and 2’s. It is the group’s job to count the cupcakes and figure out the totals for each picture. They can use base ten blocks to help them by laying out block models to match what they see on the picture cards. | | | | | |
| **Independent Practice:** . For IP give each child a paper copy black line master ”Counting up the Cookies” of groups in 100 - 10 -5-2 to count and total. | | | | | |
| **Closing/Summarizing Strategy:** Sharing circle – . Have each group come together for a sharing circle and show their totals and demonstrate how they reached the total. The chef said that we have done such a great job helping him count all his inventory that he is going to tell his wife (the treasurer….tie in to task 1 for the inventory) that she should hire us to help her count up all the leftover inventory in the school store. (This will lead into day 7 where we then let the kids complete the performance tasks of counting and graphing the inventory in the school store.) | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| EXTENSION: <http://nlvm.usu.edu/en/nav/topic_t_1.html>  Use the above link to show base ten models digitally with click and pull down base ten blocks. | | | * Using manipulatives * Having a partner to help you count | | | * objects * skip count * total * flat * rods |
| **Assessment(s):**  Teacher observation of group work, black line master cookie work sample | | | | | | |
| **Teacher Reflection:** (Next steps)  Mixed skip counting 100’s, 10’s, 5’s, and 2’s | | | | | | |